



INTER AMERICAN UNIVERSITY OF PUERTO RICO  
San Germán Campus  
San Germán, Puerto Rico

***ANNUAL REPORT 2012-2013***  
***OF THE TEACHER EDUCATION PROGRAM (TEP)***

Submitted to the Teacher Education Accreditation Council (TEAC) by:

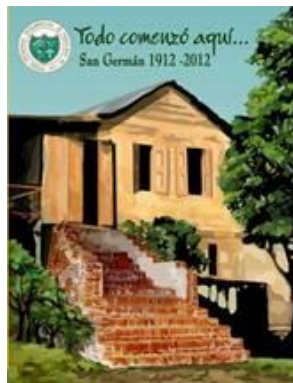
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June 11, 2013

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## Introduction

The Teacher Education Program (TEP) of the San Germán Campus of the Inter American University of Puerto Rico received a seven-year accreditation in June 11, 2012. During academic year 2012-2014, from August, 2012 to May, 2013, the TEP proceeded to collect data with the same instruments used in the *Inquiry Brief (IB)* submitted in November, 2011 to TEAC. The alignment and reliability of the instrument were revised and confirmed. According to this revision, the PCMAS' reliability (Teacher Certification Standardized Test) for Major and of Professional competences [Subject-matter Knowledge and Pedagogical Knowledge] was calculated.

In the other hand, a base-line data was determined with pedagogical knowledge final department exams (new instruments). The reliability of these exams was also calculated. These final department exams add another assessment of the pedagogical knowledge of our students in specific core courses. Data from these exams will be collected each year during the seven-year accreditation in order to be included in the *IB* for 2019.

The Faculty presents the annual report of the TEP in summary tables for each of our Claims. It is also presented how we attend the weakness in 2.3 in the Inquiry Brief (November, 2011).

The updated data tables of the IB of November, 2011 are included in Appendixes. The updated data spreadsheets in Excel are in separate electronic archives.

## Annual Report 2012-2013

### Table of Program Options Inter American University of Puerto Rico, San Germán Campus

Table 1. *Programs Options*

Option Name (Licensure areas)	Level	Number of completers in previous academic year (2011-2012)*	Number of students enrolled in current academic year (2012-2013)**	
			Aug 2012	Jan 2013
B.A. Pre-school Level Education	UG	4	38	34
B.A. Early Childhood Education: Elementary Level (K-3)	UG	6	55	48
B.A. Early Childhood: Elementary Level (4-6)	UG	1	17	18
B.A. Secondary Education in Biology	UG	1	6	9
B.A. Secondary Education in Chemistry	UG	0	1	1
B.A. Secondary Education in History	UG	0	21	19
B.A. Secondary Education in Mathematics	UG	6	18	15
B.A. Secondary Education in Science for the Junior High School	UG	0	1	2
B.A. Secondary Education in Social Studies	UG	0	10	6
B.A. Secondary Education in Spanish	UG	5	23	15
B.A. Adapted Physical Education	UG	1	19	15
B.A. Physical Education: Elementary Level	UG	3	38	39
B.A. Physical Education: Secondary Level	UG	5	33	31
B.A. Education in School Health	UG	3	14	13
B.A. Special Education	UG	4	27	26
B.A. Teaching English as a Second Language at the Elementary Level	UG	3	13	15
B.A. Teaching English as a Second Language at the Secondary Level	UG	0	29	35
B.A. Art Education (Visual Arts)	UG	5	27	23
B.M. Music Education: General Vocal	UG	7	107	99
B.M. Music Education: Instrumental	UG	5	82	69
<b>TOTAL</b>	<b>UG</b>	<b>59</b>	<b>579</b>	<b>532</b>

\* Reference: *Graduated or Pending and Honor or Not Honor Students Report (SWDGRAD)*, May 2012, Inter American University of Puerto Rico, San Germán Campus (February 13, 2013)

\*\* Reference: *Enrolled Students by Major and Concentration (SWDMAJP)*, August 2012 & May 2013, Inter American University of Puerto Rico, San Germán Campus (February 14, 2013)

## Updated Appendix E

### Inventory: Status of Evidence from Measures and Indicators for TEAC's Quality Principles

Table 2. *Inventory of Evidence* (Table 83 in the IB<sub>2011</sub>)

Type of Evidence	Available and in the Brief		Not Available and Not in the Brief	
	Relied on Location in the Brief 2011	Not relied on	For future use	Not for future use
1. PCMAS (Teacher Certification Standardized Test): (Professional Competencies or Pedagogical Knowledge, and Major or Subject-matter Knowledge)	Yes This is a standardized test that responds to the DEPR requirements.	13, 17		
2. PCMAS(Teacher Certification Standardized Test): sample of TEP graduate students	Yes This is a standardized test that responds to the DEPR requirements.	14, 17		
<b>3. Pedagogical Knowledge Final Department Exams (NEW): Base-line data</b>	<b>Yes Exams are aligned to TEAC QP's</b>	<b>New for next IB</b>		
4. Self-evaluation of Teacher Candidates	Yes Questionnaire is aligned to TEAC QP's	15, 22, 27, 31, 36		
5. Portfolio Rubric ( <i>Rúbrica para Auto-cotejo y Cotejo de los Portafolios de estudiantes-maestros en la fase de Práctica Docente</i> )	Yes Rubric is aligned to TEAC QP's	16, 23, 32, 37		
6. Final Evaluation of Teacher Candidates by their University Supervisors and Cooperating Teachers in Clinical Course (EDUC 4013/ARED 4913/MUED 4919/MUED 4920 )	Yes Survey is aligned to TEAC QP's	18, 19		
7. Surveys to students of teacher candidates' program: May 2010	Yes Surveys are aligned to TEAC QP's	24		
8. Survey to School Directors: May 2010	Yes Survey is aligned to TEAC QP's	24, 30, 35		
9. Rubric – Evaluation of the	Yes	26, 33,		

Type of Evidence	Available and in the Brief		Not Available and Not in the Brief	
	Relied on Location in the Brief 2011	Not relied on	For future use	Not for future use
Willingness of the Student Teacher: Affection and Sensitivity ( <i>Evaluación de las disposiciones del estudiante-maestro: afectividad y sensibilidad</i> )	Rubric is aligned to TEAC QP's	34		
10. Survey to TEP graduates or completers	Yes Survey is aligned to TEAC QP's	29, 33, 35, 38		
11. Sample of TEP's Graduates: Continuation of Graduate Studies at IAUPR	Yes Data is aligned to TEAC QP's	60		
12. TEP's Faculty Evaluation by their Students	Yes Survey is aligned to TEAC QP's	63, 64		
13. Survey to teacher candidates: May 2009, December, 2009 and May 2010	Yes Survey is aligned to TEAC QP's	67, 82, 85		
14. Number of On-line Courses	Yes Data is aligned to TEAC QP's	68		
15. Undergraduate Student Satisfaction Survey (2009)	Yes Survey is aligned to TEAC QP's	81, 83, 84		
16. Final grade distributions in Education, ARED, and MUED courses			Yes (Appendix A)	
17. Check list - Syllabi analysis of the Education Core Courses			Yes (Appendix A)	
18. Analysis of Sample of Pre-TEP's Students			Yes (Appendix A)	
19. Information of Sample of Teacher Candidates			Yes (Appendix A)	
20. Sample of Portfolios of teacher candidates in EDUC 4013, ARED 4913, MUED 4919, and MUED 4920			Yes (Pedagogical Knowledge evidence)	

## Updated Instruments' Reliability

Table 3. *Instruments' Reliability* (IB<sub>2011</sub> – Table 5)

<b>Standardized and Local Quantitative Instruments</b>	<b>Reliability Method</b>	<b>Internal Consistency Reliability</b>
1. PCMAS (Teacher Certification Standardized Test): Major [Subject-matter Knowledge]	Küder-Richardson 21 Coefficient (KR <sub>21</sub> )	<b>Spanish:</b> <b>KR<sub>21</sub>=0.841</b> , for M=102.00, and SD=15.00, k=160 (2002) <b>English:</b> <b>KR<sub>21</sub>=0.878</b> , for M=100.00, and SD=17.00, k=160 (2002) <b>Mathematics:</b> <b>KR<sub>21</sub>=0.831</b> , for M=92.00, and SD=15.00, k=160 (2002) <b>Science:</b> <b>KR<sub>21</sub>=0.815</b> , for M=101.00, and SD=14.00, k=160 (2002) <b>Social Studies:</b> <b>KR<sub>21</sub>=0.816</b> , for M=102.00, and SD=14.00, k=160 (2002)
2. PCMAS (Teacher Certification Standardized Test): Professional Competencies [Pedagogical Knowledge]	Küder-Richardson 21 Coefficient (KR <sub>21</sub> )	<b>Elementary:</b> <b>KR<sub>21</sub>=0.912</b> , for M=100.00, and SD=20.00, k=160 (2002) <b>Secondary:</b> <b>KR<sub>21</sub>=0.913</b> , for M=102.00, and SD=20.00, k=160 (2002)
3. <b>Pedagogical Knowledge Final Department Exams (NEW): Base-line data</b>	<b>Küder-Richardson 21 Coefficient (KR<sub>21</sub>)</b>	<b>EDUC 2021:</b> <b>KR<sub>21</sub>=0.897</b> , for M=64.00, and SD=14.37, k=100 (Dec 2012) <b>EDUC 2022:</b> <b>KR<sub>21</sub>=0.891</b> , for M=71.40, and SD=13.15, k=100 (Dec 2012) <b>EDUC 2031:</b> <b>KR<sub>21</sub>=0.749</b> , for M=64.75, and SD=9.39, k=100 (Dec 2012) <b>EDUC 2032:</b> <b>KR<sub>21</sub>=0.817</b> , for M=67.07, and SD=10.75, k=100 (Dec 2012) <b>EDUC 2870:</b> <b>KR<sub>21</sub>=0.857</b> , for M=72.82, and SD=11.44, k=100 (Dec 2012) <b>EDUC 3013:</b> <b>KR<sub>21</sub>=0.741</b> , for M=74.94, and SD=8.39, k=100 (May 2013) <b>EDUC 4011:</b> <b>KR<sub>21</sub>=0.877</b> , for M=68.31, and SD=12.82, k=100 (Dec 2012) <b>EDUC 4012:</b> <b>KR<sub>21</sub>=0.808</b> , for M=69.88, and SD=10.26, k=100 (Dec 2012) <b>EDUC 4050:</b> <b>KR<sub>21</sub>=0.826</b> , for M=74.19, and SD=10.24, k=100 (Dec 2012)

<b>Standardized and Local Quantitative Instruments</b>	<b>Reliability Method</b>	<b>Internal Consistency Reliability</b>
4. Questionnaire 1 <sup>a</sup> : Survey to TEP's graduates (Section A)	Cronbach's Alpha ( $\alpha$ )	$\alpha = 1.003$ , for $N=26$ , $S^2_{sum} = 10.087$ and $\Sigma Si^2 = 0.814$ (May 2010)
5. Questionnaire 1 <sup>b</sup> : Survey to TEP's graduates (Section B)	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.996$ , for $N=25$ , $S^2_{sum} = 9.380$ and $\Sigma Si^2 = 0.974$ (May 2010)
6. Questionnaire 2: Survey to teacher candidates	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.998$ , for $N=83$ , $S^2_{sum} = 18.336$ and $\Sigma Si^2 = 0.774$ (May 2009)
7. Questionnaire 3: Survey to School Directors (Employer)	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.995$ , for $N=17$ , $S^2_{sum} = 6.162$ and $\Sigma Si^2 = 0.323$ (May 2010)
8. Questionnaire 4 <sup>a</sup> : Survey to students of teacher candidates (K-3)	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.999$ , for $N=175$ , $S^2_{sum} = 1.045$ and $\Sigma Si^2 = 0.106$ (Dec 2009)
9. Questionnaire 4 <sup>b</sup> : Survey to students of teacher candidates (4 <sup>th</sup> -12 <sup>th</sup> )	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.999$ , for $N=411$ , $S^2_{sum} = 2.603$ and $\Sigma Si^2 = 0.164$ (Dec 2009)
10. Questionnaire 5: Self-evaluation of Teacher Candidates ( <i>Autoevaluación II</i> )	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.968$ for $N=74$ , $S^2_{sum} = 3.199$ and $\Sigma Si^2 = 0.243$ (May 2010)
11. Rubric – Portfolio Rubric ( <i>Rúbrica para Auto-cotejo y Cotejo de los Portafolios de estudiantes-maestros en la fase de Práctica Docente</i> )	Cronbach's Alpha ( $\alpha$ )	$\alpha = 0.997$ , for $N=63$ , $S^2_{sum} = 5.423$ and $\Sigma Si^2 = 0.377$ (Dec 2009)
12. Rubric – Evaluation of the Willingness of the Student Teacher: Affection and Sensitivity ( <i>Evaluación de las disposiciones del estudiante-maestro: afectividad y sensibilidad</i> )	Cronbach's Alpha ( $\alpha$ )	University Supervisors: $\alpha = 0.995$ , for $N=60$ , $S^2_{sum} = 1.025$ and $\Sigma Si^2 = 0.073$ (Dec 2009) Cooperating Teachers: $\alpha = 0.999$ , for $N=60$ , $S^2_{sum} = 0.639$ and $\Sigma Si^2 = 0.043$ (Dec 2009)
13. Evaluation of teacher candidates by their University Practice Supervisor and Cooperating Teachers	Küder-Richardson 21 Coefficient ( $KR_{21}$ )	University Supervisors: $KR_{21} = 0.68$ , for $M=92.23$ , and $SD=4.68$ , $k=100$ (Dec 2007) Cooperating Teachers: $KR_{21} = 0.597$ , for $M=93.98$ , and $SD=3.72$ , $k=100$ (Dec 2007)



## Summary: Tables of Findings

### Claim 1.1

Claim 1.1	Students, teacher candidates, and graduates of the TEP demonstrate knowledge in their subject matter by achieving a performance of 80% (“B”, above average attainment) or more. (QP1.1)
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The evaluation of the subject-matter knowledge is presented in Table 4. In summary, all assessments evidenced an accomplishment of Claim 1.1 (5 of 5 assessments, 100.00%).

Table 4. *Assessments’ Summary for Claim 1.1* (IB<sub>2011</sub> – Table 10)

Assessments for Claim 1.1	Mean	Interpretation
PCMAS’ Major (2011, 2012 & 2013)	Spanish: 109.30 of 93.00 English: 114.43 of 98.00 Mathematics: 98.30 of 88.00 Science: 100.86 of 94.00 Social Studies: 104.00 of 96.00	<b>All majors evidenced bigger means than the passing scores (Accomplished)</b>
Sample of TEP’s Graduates or Completers (May 2011 & May 2012)	PCMAS’ Major: 105.29 of 94.00	<b>All majors evidenced bigger means than the passing scores (Accomplished)</b>
	GPA: 3.30 of 4.00	<b>"B" (Above average attainment = 2.50 to 3.49) (Accomplished)</b>
Self-evaluation of Teacher Candidates	4.36 of 5.00 (Dec 2012) 4.60 of 5.00 (May 2013)	<b>Agree (Dec 2012) Totally Agree (May 2013) (Accomplished)</b>
Portfolio Rubric	3.61 of 4.00 (Dec 2012) 3.58 of 4.00 (May 2013) 3.63 “A”(General)	<b>All evidences satisfy the criteria ("A", superior attainment = 3.50 to 4.00) (Accomplished)</b>

### Claim 1.2

Claim 1.2	Teacher candidates and graduates of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.2)
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The evaluation of the pedagogical knowledge is presented in Table 5. In summary, the majority of assessments evidenced an accomplishment of Claim 1.2 (8 of 9 assessments, 88.89%).

Table 5. *Assessments’ Summary for Claim 1.2* (IB<sub>2011</sub> – Table 19)

Assessments of Claim 1.2	Mean	Interpretation
PCMAS’ Professional Competencies (2011, 2012 & 2013)	Elementary: 103.25 of 89.00 Secondary: 106.06 of 87.00	<b>Both levels evidenced bigger means than the passing scores</b>

<b>Assessments of Claim 1.2</b>	<b>Mean</b>	<b>Interpretation</b>
		<b>(Accomplished)</b>
Sample of TEP's Graduates or Completers (May 2011 & May 2012)	PCMAS' Professional Competencies: 104.29 of 89.00	<b>The sample evidenced bigger means than the passing scores (Accomplished)</b>
	GPA: 3.40 of 4.00	<b>"B" (Above average attainment = 2.50 to 3.49) (Accomplished)</b>
Professional Knowledge Final Department Exams (Dec. 2012 & May 2013): Base-line data ( <b>NEW</b> )	December 2012: 60.05%, May, 2013: 69.69% In general: 64.87%	<b>"D" (Lowest passing grade = 69.99-60.00) (Not accomplished)</b>
Evaluation of Teacher Candidates	$(95.21+93.35+95.93+95.23)/4.00 = 94.93\%$	<b>"A" (Superior attainment = 100.00-90.00) (Accomplished)</b>
Self-evaluation of Teacher Candidates	$(4.59+4.63)/2 = 4.81$ of 5.00 = 92.20%	<b>Totally Agree (Accomplished)</b>
Portfolio Rubric	3.64 of 4.00 = 91.00%	<b>"A" (Superior attainment = 100.00-90.00) (Accomplished)</b>
Survey to School Directors	3.52 of 4.00 = 88.00%	<b>Excellent (Accomplished)</b>
Survey to Students of Teacher Candidates	PK: N/A, K-3: 1.95 of 2.00 = 97.50%, 4 <sup>th</sup> to 12: 1.93 of 2.00 = 96.50%	<b>Yes (Accomplished)</b>

N/A = No students

### Claim 1.3

Claim 1.3	Teacher candidates and graduates of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.3)
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The evaluation of the caring and effective teaching skills is presented in Table 6. In summary, all assessments evidenced an accomplishment of Claim 1.3 (4 of 4 assessments, 100.00%).

Table 6. *Assessments' Summary for Claim 1.3 (IB<sub>2011</sub> – Table 24)*

<b>Assessments of Claim 1.3</b>	<b>Mean</b>	<b>Interpretation</b>
Evaluation of Teacher Candidates	1.98 of 2.00 (99.00%)	<b>Yes (Accomplished)</b>
Self-evaluation of Teacher Candidates	$(4.62+4.81+4.54+4.73)/4 = 4.68$ of 5.00 (93.50%)	<b>Totally Agree (Accomplished)</b>
Survey to TEP's Graduates or Completers	4.66 of 5.00 (93.20%)	<b>Totally Agree (Accomplished)</b>
Survey to School Directors	3.57 of 4.00 (89.25%)	<b>Excellent (Accomplished)</b>

### Claim 1.4.1

Claim 1.4.1 Teacher candidates and graduates of the TEP demonstrate that they have learned how to access information on their own, that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

The evaluation of the learning-how-to-learn competence is presented in Table 7. In summary, all assessments evidenced an accomplishment of Claim 1.4.1 (5 of 5 assessments, 100.00%).

Table 7. *Assessments' Summary of Claim 1.4.1* (IB<sub>2012</sub> – Table 29)

Local Assessments of Claim 1.4.1	Mean	Interpretation
Self-evaluation of Teacher Candidates	$(4.63+4.80+4.52+4.44)/4.00 = 4.60$ of 5.00 (92.00%)	<b>Totally Agree (Accomplished)</b>
Portfolio Rubric	3.53 of 4.00 (88.25%)	<b>"A"</b> <b>(Superior attainment= 100.00-90.00) (Accomplished)</b>
Evaluation of Willingness	1.99 of 2.00 (99.50%)	<b>Yes (Accomplished)</b>
Survey to TEP's Graduates or Completers	$(1.88+1.67)/2 = 1.78$ of 2.00 (89.00%) $(4.67+4.59+4.65+4.79+4.79+4.92)/4 = 4.74$ of 5.00 (94.80%)	<b>Yes &amp; Totally Agree (Accomplished)</b>

### Claim 1.4.2

Claim 1.4.2 Teacher candidates and graduates of the TEP demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives by achieving a performance of above average attainment, or satisfactory or more.

The evaluation of the multicultural perspective and accuracy competence is presented in Table 8. In summary, all local assessments evidenced an accomplishment of Claim 1.4.2 (3 of 3 assessments, 100.00%).

Table 8. *Assessments' Summary for Claim 1.4.2* (IB<sub>2012</sub> – Table 33)

Local Assessments of Claim 1.4.2	Mean	Interpretation
Evaluation of Willingness	1.99 of 2.00 (99.50%)	<b>Yes (Accomplished)</b>
Survey to School Directors	3.68 of 4.00	<b>Excellent (Accomplished)</b>
Survey to TEP's Graduates or Completers	4.65 of 5.00 (93.00%)	<b>Totally Agree (Accomplished)</b>

### Claim 1.4.3

Claim 1.4.3 Teacher candidates and graduates of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

The evaluation of the technological competence is presented in Table 9. In summary, all assessments evidenced an accomplishment of Claim 1.4.3 (3 of 3 assessments, 100.00%).

Table 9. *Assessments' Summary for Claim 1.4.3* (IB<sub>2011</sub> – Table 34)

Local Assessments of Claim 1.4.3	Mean	Interpretation
Self-evaluation of Teacher Candidates	$(4.75+4.83)/2 = 4.79$ of 5.00 (95.80%)	<b>Totally Agree (Accomplished)</b>
Portfolio Rubric	3.64 of 4.00 (91.00%)	<b>“A” (Superior attainment=100.00-90.00) (Accomplished)</b>
Survey to TEP's Graduates or Completers	1.66 of 2.00 (83.00%) $(4.52+4.74)/2 = 4.63$ of 5.00 (92.60%)	<b>Totally Agree (Accomplished)</b>

### Progress on attending the weakness in the Inquiry Brief (November, 2011)

In July 3, 2012, Dr. Mark LaCelle-Peterson, President of the Teacher Education Accreditation Council (TEAC) confirmed to Dr. Miriam Padilla, Director of the Department of Education and Physical Education at the Inter American University of Puerto Rico, San Germán Campus, “that the Accreditation Committee of the Board of Directors of Teacher Education Accreditation Council (TEAC) concluded at its meeting on June 11, 2012 that the evidence presented in your *Inquiry Brief*, as verified by the audit and evaluated by the Accreditation Panel, merits Accreditation status”. The Accreditation was granted for seven years “with one weakness and no stipulations”.

The weakness was indicated in 2.3: “Some of the inaccuracies in the reported quantitative data are significant enough to potentially mislead the faculty”. During the academic year of 2012-2013 and in the present annual report we attended this weakness with the following actions:

- Revision of local and external (PCMAS) quantitative instruments' reliabilities, recalculation and confirmation of them. We rounded to the thousandth ( $10^{-3}$ ) for the reliability coefficients.
- Use of official PCMAS' reports (from the College Board) as primary source of data, especially for subject-matter knowledge and pedagogical knowledge.
- Tabulation of all data for each claim with Excel spreadsheets. Data was rounded to the hundredth ( $10^{-2}$ ) for the means and percentages, and to the thousandth ( $10^{-3}$ ) for the standard deviations.
- Interpretation of data confirmed with the scale of each instrument.

## Appendix: Data Tables

### Tables for Claim 1.1

Claim 1.1	Students, teacher candidates, and graduates of the TEP demonstrate knowledge in their subject matter by achieving a performance of 80% (“B”, above average attainment) or more. (QP1.1)
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**IB<sub>2011</sub>** – Table 6. *Subject Matter Knowledge Performance for Each Major of Teacher Candidates of the TEP that Passed PCMAS vs. the Statewide Population: Subject-matter Knowledge (2011, 2012 & 2013)*

Year	TEP’s Teacher Completers			Statewide Population			Difference of Means
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
<b>Spanish</b>							
2011	3	101.67	14.57	120	103.00	16.00	-1.33
2012	7	112.57	9.05	114	105.00	14.00	7.57
2013	0			113	100.00	17.00	
<b>Total</b>	<b>10</b>			<b>234</b>			
<b>Mean</b>		<b>109.30</b>			<b>103.97</b>		<b>5.33</b>
<b>% of performance (of 160 points)</b>		<b>68.31%</b>			<b>64.98%</b>		
<b>Passing Score (DEPR, 2007)</b>		<b>93.00</b>					
<b>English</b>							
2011	5	113.40	4.04	363	103.00	15.00	10.40
2012	2	117.00	5.66	415	108.00	17.00	9.00
2013	3	127.67	3.22	329	106.00	16.00	21.67
<b>Total</b>	<b>7</b>			<b>778</b>			
<b>Mean</b>		<b>114.43</b>			<b>105.67</b>		<b>8.76</b>
<b>% of performance (of 160 points)</b>		<b>71.52%</b>			<b>66.04%</b>		
<b>Passing Score (DEPR, 2007)</b>		<b>98.00</b>					
<b>Mathematics</b>							
2011	5	101.80	13.85	109	96.00	17.00	5.80
2012	5	94.80	16.18	106	95.00	17.00	-0.20
2013	11	98.09	17.86	125	105.00	17.00	-6.91
<b>Total</b>	<b>10</b>			<b>215</b>			
<b>Mean</b>		<b>98.30</b>			<b>95.51</b>		<b>2.79</b>
<b>% of performance (of 160 points)</b>		<b>61.44%</b>			<b>59.69%</b>		

Year	TEP's Teacher Completers			Statewide Population			Difference of Means
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Passing Score (DEPR, 2007)	88.00						
Year	TEP's Teacher Completers			Statewide Population			Difference of Means
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
<b>Science</b>							
2011	4	100.50	15.33	157	105.00	15.00	-4.50
2012	3	101.33	6.51	138	102.00	15.00	-0.67
2013	5	95.00	17.31	127	106.00	17.00	-11.00
<b>Total</b>	<b>7</b>			<b>295</b>			
<b>Mean</b>		<b>100.86</b>			<b>103.60</b>		<b>-2.74</b>
<b>% of performance (of 160 points)</b>		<b>63.04%</b>			<b>64.75%</b>		
Passing Score (DEPR, 2007)	94.00						
<b>Social Studies</b>							
2011	2	104.00	9.90	173	101.00	14.00	3.00
2012	1	104.00	0.00	167	99.00	11.00	5.00
2013	3	101.00	16.52	132	101.00	11.00	0.00
<b>Total</b>	<b>3</b>			<b>340</b>			
<b>Mean</b>		<b>104.00</b>			<b>100.018</b>		<b>3.98</b>
<b>% of performance (of 160 points)</b>		<b>65.00%</b>			<b>62.511%</b>		
Passing Score (DEPR, 2007)	96.00						

Note: Total of items in PCMAS = 160

**IB<sub>2011</sub>** – Table 7. *Data for TEP's Sample of Graduates or Completers (May 2011 & May 2012): Subject-matter Knowledge*

Year	N	PCMAS: Majors	GPA Major
May, 2011	20	104.25	3.17
May, 2012	10	106.33	3.42
<b>Mean</b>		<b>105.29</b>	<b>3.30</b>
<b>Passing Score</b>		<b>94</b>	<b>Minimum 2.80 ("B")</b>

Note: Data from: Academic transcript of random sample per graduation date (10%): May 2011 & May 2012

**IB<sub>2011</sub>** – Table 8. *Teacher Candidates' Self-evaluation: Subject-matter Knowledge (Dec., 2012 & May, 2013)*

Major	Date	N	Item	A.3	A.5	MEAN	Interpretation
				<i>I know and understand the concepts, processes, skills and values of the subject I teach.</i>	<i>I know the philosophical and programmatic principles of my discipline (Standards, Expectations and Curriculum Framework).</i>		
PK	Dec 2012	N/A					
	May 2013	2		4.00	4.00	<b>4.00</b>	<b>Agree</b>
K-3	Dec 2012	2		4.50	5.00	<b>4.75</b>	<b>Totally Agree</b>
	May 2013	4		4.75	4.50	<b>4.63</b>	<b>Totally Agree</b>
4th-6th	Dec 2012	1		4.00	5.00	<b>4.75</b>	<b>Totally Agree</b>
	May 2013	3		4.00	4.33	<b>4.17</b>	<b>Agree</b>
Eng Sec	Dec 2012	N/A					
	May 2013	1		5.00	5.00	<b>5.00</b>	<b>Totally Agree</b>
Phys Ed Elem	Dec 2012	N/A					
	May 2013	2		4.50	4.50	<b>4.50</b>	<b>Totally Agree</b>
Phys Ed Sec	Dec 2012	N/A					
	May 2013	2		5.00	4.00	<b>4.00</b>	<b>Totally Agree</b>
Adapt Phys Ed	Dec 2012	N/A					
	May 2013	1		5.00	4.00	<b>4.50</b>	<b>Totally Agree</b>
Sch Health	Dec 2012	N/A					
	May 2013	2		5.00	5.00	<b>5.00</b>	<b>Totally Agree</b>
Biology	Dec 2012	N/A					
	May 2013	2		4.50	4.50	<b>4.50</b>	<b>Totally Agree</b>
Chemistry	Dec 2012	1		5.00	5.00	<b>5.00</b>	<b>Totally Agree</b>
	May 2013	N/A					
Mathematics	Dec 2012	4		4.75	4.25	<b>4.50</b>	<b>Totally Agree</b>
	May 2013	3		5.00	5.00	<b>5.00</b>	<b>Totally Agree</b>
Spanish	Dec 2012	N/A					
	May 2013	2		4.50	4.50	<b>4.50</b>	<b>Totally Agree</b>
Soc. Studies	Dec	2		4.00	5.00	<b>4.50</b>	<b>Totally Agree</b>

Major	Date	N	Item	A.3	A.5	MEAN	Interpretation
				<i>I know and understand the concepts, processes, skills and values of the subject I teach.</i>	<i>I know the philosophical and programmatic principles of my discipline (Standards, Expectations and Curriculum Framework).</i>		
	2012						
	May 2013	N/A					
Spec. Ed	Dec 2012	2		5.00	4.00	<b>4.50</b>	<b>Totally Agree</b>
	May 2013	2		4.50	4.50	<b>4.50</b>	<b>Totally Agree</b>
Art Ed	Dec 2012	2		3.00	2.50	<b>2.75</b>	<b>Neither Agree or Disagree</b>
	May 2013	2		5.00	5.00	<b>5.00</b>	<b>Totally Agree</b>
TOTAL	Dec 2012	14	MEAN	<b>4.36</b>			<b>Agree</b>
			SD	<b>0.801</b>			
	May 2013	28	MEAN	<b>4.60</b>			<b>Totally Agree</b>
			SD	<b>0.379</b>			

N/A = No teacher candidates; Scale: 5= Totally Agree, 4= Agree, 3= Neither Agree or Disagree, 2= Disagree, 1= Totally Disagree

**IB<sub>2011</sub>** – Table 9. *Portfolio Rubric: Subject-matter Knowledge (Dec., 2012 & May, 2013)*

Item	Dec 2012	May 2013	MEAN & SD	Grade	Interpretation	
<b>I.1</b> <i>In his/her educational philosophy shows an acceptable understanding of: the theoretical and philosophical principles to the level and subject matter that teaches, and of the characteristics that distinguish effective teachers (in accordance with Professional Standards of the DEPR), among others.</i>	N	14	26		<b>All evidences satisfy the criteria ("A", superior attainment)</b>	
	MEAN	3.61	3.58	<b>3.63</b>		<b>A</b>
	SD	0.349	0.494	<b>0.422</b>		

Scale: 4.00-3.50 "A"=Superior attainment, 3.49-2.50 "B"=Above average attainment, 2.49-1.60 "C"=Average attainment, 1.59-0.80 "D"=Lowest passing grade, 0.79-0.00 "F"=Failure



## Tables for Claim 1.2

Claim 1.2	Teacher candidates and graduates of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.2)
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**IB<sub>2011</sub>** – Table 11. *Professional Competencies for Elementary and Secondary Level Performances of Teacher Candidates of the TEP that Passed PCMAS vs. the Statewide Population: Pedagogical Knowledge (2011, 2012 & 2013)*

Year	TEP's Teacher Completers			Statewide Population			Difference of Means
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Pedagogical Knowledge 2011-Elementary Level	68	101.76	17.07	1,737	103.00	19.00	-1.24
Pedagogical Knowledge 2012-Elementary Level	67	107.30	16.46	1,759	104.00	19.00	3.30
Pedagogical Knowledge 2013-Elementary Level	52	100.67	17.90	1,507	101.00	18.00	-0.33
<b>Total of Teacher Candidates-Elementary Level</b>	<b>187</b>			<b>5,003</b>	<b>11.00</b>		
Mean of Pedagogical Knowledge-Elementary		<b>103.25</b>			<b>102.67</b>		0.58
% of performance (of 160 points)-Elementary		<b>64.53%</b>			<b>64.17%</b>		
Passing Score (DEPR, 2007)-Elementary	<b>89.00</b>						
Pedagogical Knowledge 2011-Secondary Level	56	103.71	19.26	1,111	101.00	18.00	2.71
Pedagogical Knowledge 2012-Secondary Level	57	107.70	19.95	1,047	107.00	20.00	0.70
Pedagogical Knowledge 2013-Secondary Level	39	106.77	16.23	930	102.00	18.00	4.77
<b>Total of Teacher Candidates-Secondary Level</b>	<b>152</b>			<b>3,088</b>			
Mean of Pedagogical Knowledge-Secondary		<b>106.06</b>			<b>103.33</b>		2.73
% of performance (of 160 points)-Secondary		<b>66.29%</b>			<b>64.58%</b>		
Passing Score (DEPR, 2007)-Secondary	<b>87.00</b>						

Note: Total of items in PCMAS = 160

**IB<sub>2011</sub>** – Table 12. *Data for TEP’s Sample of Graduate or Completers (May 2011 & May 2012): Pedagogical Knowledge*

Year	N	PCMAS II: Professional Competencies	GPA TEP
May, 2011	20	108.83	3.12
May, 2012	10	104.29	3.40
<b>Mean</b>		<b>104.29</b>	<b>3.40</b>
<b>Passing Score</b>		<b>89</b>	<b>Minimum 3.00 (“B”)</b>

Note: Data from: Academic transcript of random sample per graduation date (10%): May 2011 & May 2012

**(NEW)** Table \_\_\_\_\_. *Professional Knowledge Final Department Exams (Dec., 2012 & May 2013): Base-line data*

Course	December, 2012			May, 2013			Differences in Means
	N	Mean	SD	N	Mean	SD	
EDUC 2021	58	64.00	14.37	47	73.29	15.23	9.29
EDUC 2022	40	71.40	13.15	37	76.49	13.52	5.09
EDUC 2031	64	64.75	9.39	65	72.73	8.79	7.98
EDUC 2032	30	67.07	10.75	49	67.27	13.55	0.20
EDUC 2870	38	72.82	11.44	45	74.09	10.44	1.27
EDUC 3013	N/D			17	74.94	8.39	
EDUC 4011	32	68.31	12.82	28	62.55	13.28	-5.76
EDUC 4012	16	69.88	10.26	14	56.14	9.27	-13.74
EDUC 4050	16	74.19	10.74	N/D			
<b>In general</b>	<b>294</b>	<b>69.05</b>	<b>11.44</b>	<b>302</b>	<b>69.69</b>	<b>11.56</b>	<b>4.33</b>

N/D=No data collected. Scale: 100.00-90.00 “A”=Superior attainment, 89.99-80.00 “B”=Above average attainment, 79.99-70.00 “C”=Average attainment, 69.99-60.00 “D”=Lowest passing grade, 59.99-0.00 “F”=Failure

**IB<sub>2011</sub>** – Table 13. *Teacher Candidates’ Evaluation by their University Practice Supervisors and Cooperating School Teachers (General): Pedagogical Knowledge (Dec., 2012 & May, 2013)*

Semester	N	SUP		TEA		$\Delta_{\text{mean SUP-TEA}}$	Pearson r	Interpretation
		Mean	SD	Mean	SD			
<b>Dec 2012</b>	<b>14</b>	<b>95.21</b>	<b>2.58</b>	<b>95.93</b>	<b>2.26</b>	<b>-0.71</b>	<b>0.440</b>	<b>Positive, Moderate</b>
<b>May 2013</b>	<b>24</b>	<b>93.35</b>	<b>3.17</b>	<b>95.23</b>	<b>2.64</b>	<b>-1.88</b>	<b>0.468</b>	<b>Positive, Moderate</b>

SUP = University Supervisor, TEA = Cooperating Teacher ; Scale: 100.00-90.00 “A”=Superior attainment, 89.99-80.00 “B”=Above average attainment, 79.99-70.00 “C”=Average attainment, 69.99-60.00 “D”=Lowest passing grade, 59.99-0.00 “F”=Failure

**IB<sub>2011</sub>** – Table 14. *Teacher Candidates' Evaluation by their University Practice Supervisors and Cooperating School Teachers (By Major): Pedagogical Knowledge (Dec., 2012 & May, 2013)*

Semester	PK				K-3			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	N/A				2	95.50	94.50	<b>1.00</b>
May 2013	2	94.50	91.00	<b>3.50</b>	2	97.00	96.50	<b>0.50</b>
Mean		<b>94.50</b>	<b>91.00</b>	<b>3.50</b>		<b>96.25</b>	<b>95.50</b>	<b>0.75</b>
Semester	4TH-6TH				SECONDARY ENGLISH			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	1	94.00	99.00	<b>-5.00</b>	N/A			
May 2013	3	91.67	95.00	<b>-3.33</b>	1	97.0	97.0	<b>0.00</b>
Mean		<b>92.83</b>	<b>97.00</b>	<b>-4.17</b>		<b>97.00</b>	<b>97.00</b>	<b>0.00</b>
Academic Year	ELEMENTARY ENGLISH				ELEMENTARY PHYSICAL EDUCATION			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	N/A				N/A			
May 2013	N/A				2	91.00	94.00	<b>-3.00</b>
Mean						<b>91.00</b>	<b>94.00</b>	<b>-3.00</b>
Semester	SECONDARY PHYSICAL EDUCATION				ADAPTED PHYSICAL ED UCATION			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	N/A				N/A			
May 2013	2	91.00	97.50	<b>-6.50</b>	1	94.00	95.00	<b>-1.00</b>
Mean		<b>91.00</b>	<b>97.50</b>	<b>-6.50</b>		<b>94.00</b>	<b>95.00</b>	<b>-1.00</b>
Semester	SCHOOL HEALTH				SCIENCE FOR THE JUNIOR HIGH SCHOOL			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	N/A				N/A			
May 2013	2	95.50	95.50	<b>0.00</b>	N/A			
Mean		<b>95.50</b>	<b>95.50</b>	<b>0.00</b>				
Semester	BIOLOGY				CHEMISTRY			
	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	N/A				1	97.00	94.00	<b>3.00</b>
May 2013	2	91.50	96.00	<b>-4.50</b>	N/A			
Mean		<b>91.50</b>	<b>96.00</b>	<b>-4.50</b>		<b>97.00</b>	<b>94.00</b>	<b>3.00</b>

		MATHEMATICS			SPANISH			
Semester	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	4	94.75	95.50	-0.75	N/A			
May 2013	3	95.00	95.00	0.00	2	92.00	94.50	-2.50
Mean		94.88	95.25	-0.38		92.00	94.50	-2.50
		SOCIAL STUDIES			HISTORY			
Semester	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	2	96.50	97.00	-0.50	N/A			
May 2013	N/A				N/A			
Mean		96.50	97.00	-0.50				
		SPECIAL EDUCATION			ART EDUCATION			
Semester	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$
		Mean	Mean			Mean	Mean	
Dec 2012	2	94.00	95.50	-1.50	2	95.50	97.00	-1.50
May 2013	2	90.50	93.00	-2.50	2	95.00	99.00	-4.00
Mean		92.25	94.25	-2.00		95.25	98.00	-2.75
		MUSIC EDUCATION						
Semester	N	SUP	TEA	$\Delta_{\text{mean SUP-TEA}}$				
		Mean	Mean					
Dec 2012	N/A							
May 2013	N/A							
Mean								

N/A = No teacher candidates; Scale: 100.00-90.00 "A"=Superior attainment, 89.99-80.00 "B"=Above average attainment, 79.99-70.00 "C"=Average attainment, 69.99-60.00 "D"=Lowest passing grade, 59.99-0.00 "F"=Failure

IB<sub>2011</sub> – Table 15. *Teacher Candidates' Self-evaluation: Pedagogical Knowledge (Dec., 2012 & May, 2013)*

Major	Date	N	Item	A.4	A.6	A.9	A.12	A.13	MEAN
				<i>I use varied methodology in the teaching of curricular content.</i>	<i>I integrate content of my discipline with other curricular content areas.</i>	<i>I offer relevance to the subject knowledge and provide opportunities for action research and experimentation</i>	<i>I plan using varied methods and techniques in the teaching-learning process.</i>	<i>I use the tools and techniques to assess my student that are suggested in the Curriculum Framework of my subject matter.</i>	
PK	Dec 2012	N/A							
	May 2013	2		5.00	5.00	2.50	5.00	4.50	4.40
K-3	Dec 2012	2		5.00	5.00	5.00	5.00	4.50	4.90
	May 2013	4		4.50	5.00	4.50	4.50	4.25	4.75
4th-6th	Dec 2012	1		5.00	5.00	5.00	5.00	5.00	5.00

Major	Date	N	Item	A.4	A.6	A.9	A.12	A.13	MEAN
				<i>I use varied methodology in the teaching of curricular content.</i>	<i>I integrate content of my discipline with other curricular content areas.</i>	<i>I offer relevance to the subject knowledge and provide opportunities for action research and experimentation</i>	<i>I plan using varied methods and techniques in the teaching-learning process.</i>	<i>I use the tools and techniques to assess my student that are suggested in the Curriculum Framework of my subject matter.</i>	
	May 2013	3		4.67	5.00	3.33	4.67	3.67	<b>4.27</b>
Eng Sec	Dec 2012	N/A							
	May 2013	1		5.00	4.00	5.00	5.00	5.00	<b>4.80</b>
Phys Ed Elem	Dec 2012	N/A							
	May 2013	2		4.50	5.00	4.50	4.50	4.50	<b>4.60</b>
Phys Ed Sec	Dec 2012	N/A							
	May 2013	2		4.50	4.50	5.00	4.50	4.50	<b>4.60</b>
Adapt Phys Ed	Dec 2012	N/A							
	May 2013	1		5.00	5.00	5.00	5.00	5.00	<b>5.00</b>
Sch Health	Dec 2012	N/A							
	May 2013	2		5.00	4.50	5.00	5.00	5.00	<b>4.90</b>
Biology	Dec 2012	N/A							
	May 2013	2							
Chemistry	Dec 2012	1		5.00	5.00	5.00	5.00	5.00	<b>5.00</b>
	May 2013	N/A							
Mathematics	Dec 2012	4		4.50	4.75	5.00	5.00	5.00	<b>4.85</b>
	May 2013	3		4.67	4.00	5.00	5.00	5.00	<b>4.73</b>
Spanish	Dec 2012	N/A							
	May 2013	2		3.00	4.00	4.50	4.50	4.00	<b>4.00</b>
Soc. Studies	Dec 2012	2		5.00	5.00	4.50	5.00	4.50	<b>4.80</b>
	May 2013	N/A							
Spec. Ed	Dec 2012	2		4.50	4.50	4.00	5.00	4.50	<b>4.50</b>
	May 2013	2		5.00	5.00	5.00	5.00	4.50	<b>4.90</b>
Art Ed	Dec 2012	2		3.00	3.00	3.00	3.00	3.50	<b>3.10</b>
	May 2013	2		4.50	5.00	5.00	5.00	4.50	<b>4.80</b>

Major	Date	N	Item	A.4	A.6	A.9	A.12	A.13	MEAN
				<i>I use varied methodology in the teaching of curricular content.</i>	<i>I integrate content of my discipline with other curricular content areas.</i>	<i>I offer relevance to the subject knowledge and provide opportunities for action research and experimentation</i>	<i>I plan using varied methods and techniques in the teaching-learning process.</i>	<i>I use the tools and techniques to assess my student that are suggested in the Curriculum Framework of my subject matter.</i>	
TOTAL	Dec 2012	14	MEAN	4.59					Totally Agree
			SD	0.670					
	May 2013	28	MEAN	4.63					Totally Agree
			SD	0.502					

N/A = No teacher candidates; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

IB<sub>2011</sub> – Table 16. Portfolio Rubric: Pedagogical Knowledge (Dec., 2012 & May, 2013)

Item		Dec 2012	May 2013	MEAN & SD	Grade	Interpretation	
I.2	<i>In his/her educational philosophy explains how to apply theoretical principles to the planning, teaching, assessment, and to guide all areas of its role as an educator, for example: in the community, school and classroom.</i>	N	14	26			
		MEAN	3.50	3.56	3.53	A	Superior
		SD	0.408	0.575	0.045		
I.3	<i>The contents of the portfolio reflect the ideas outlined in his/her educational philosophy, for example: his/her planning and teaching-learning-assessment show that he/she can apply what is expressed herein.</i>	N	14	26			
		MEAN	3.50	3.54	3.52	A	Superior
		SD	0.408	0.632	0.027		
II.a.1	<i>In the daily plans of two lessons he/she properly inserts the key ideas/skills/processes of his/her subject matter standards that apply to the content of the lessons, Expectations and level of thought (Norman Webb).</i>	N	14	26			
		MEAN	3.93	3.76	3.84	A	Superior
		SD	0.189	0.316	0.122		
II.a.2	<i>In daily lessons plans shows integration of knowledge of his/her academic discipline and other disciplines of the curriculum (curriculum integration).</i>	N	14	26			
		MEAN	3.71	3.56	3.64	A	Superior
		SD	0.756	0.357	0.106		
II.a.3	<i>The daily plans include different methods/techniques of teaching and Assessment that promote learning with understanding of his/her specialty.</i>	N	14	26			
		MEAN	3.86	3.71	3.78	A	Superior
		SD	0.244	0.519	0.107		
II.b.1	<i>Describes and explains how he/she used educational modes of instruction (methods/techniques) to promote in his/her student learning with understanding.</i>	N	14	26			
		MEAN	3.68	3.71	3.69	A	Superior
		SD	0.374	0.355	0.019		
II.c.1	<i>Describes and explains at least three modes of Assessment to monitor the learning process and to help students make connections between concepts and skills of his/her discipline.</i>	N	14	26			
		MEAN	3.61	3.63	3.62	A	Superior
		SD	0.453	0.549	0.015		
II.c.2	<i>For each type of Assessment selected, presents examples of the work of three students properly corrected using criteria presented in rubrics, checklists and keys (a total of nine (9) examples).</i>	N	14	26			
		MEAN	3.46	3.85	3.66	A	Superior
		SD	0.548	0.250	0.270		
II.c.4	<i>In at least one of the selected Assessments, explains how the students used the criteria to self-assess their social performance in cooperative learning.</i>	N	14	26			
		MEAN	3.57	3.17	3.37	B	Above Average
		SD	0.450	0.993	0.286		
N			14	26			
MEAN			3.65	3.61	3.64	A	Superior
SD			0.426	0.519	0.027		

Scale: 4.00-3.50 "A"=Superior attainment, 3.49-2.50 "B"=Above average attainment, 2.49-1.60 "C"=Average attainment, 1.59-0.80 "D"=Lowest passing grade, 0.79-0.00 "F"=Failure

IB<sub>2011</sub> – Table 17. *Survey to School Directors: Pedagogical Knowledge (December, 2012)*

Item	QP	Criteria	Mean	Interpretation
3	1.2	<b>Teaching-Learning Process:</b> Shows that his/her work as a teacher and the use of his/her innovative strategies have resulted in significant improvement of student learning.	3.59	<b>Excellent</b>
4	1.2	<b>Teaching- Learning Process:</b> The activities of the teacher are geared towards the development of knowledge among the students keeping in mind the level of teaching and the individual differences among students.	3.65	<b>Excellent</b>
5	1.2	<b>Communication Skills:</b> Shows mastery of the fundamental communication skills that any teacher should possess.	3.59	<b>Excellent</b>
7	1.2/1.4.3	<b>Planning and Educational Evaluation:</b> Shows mastery when planning the teaching of the subject matter by organizing and evaluating class activities, by using technological educational resources and by using normative and summative evaluations.	3.35	<b>Satisfactory</b>
10	1.2	<b>Leadership:</b> Shows leadership through educational and community activities and is able to do team work.	3.47	<b>Satisfactory</b>
11	1.2	<b>Attendance:</b> Has a high sense of professional commitment and responsibility which is revealed through attendance, punctuality, and compliance with the established norms.	3.47	<b>Satisfactory</b>
<b>Mean Pedagogical Knowledge (QP1.2)</b>			<b>3.52</b>	<b>Excellent</b>
<b>SD</b>		<b>0.110</b>		

Scale: 4=Excellent, 3=Satisfactory, 2=Regular, 1=Poor

IB<sub>2011</sub> – Table 18. *Survey to Students of Teacher Candidates: Pedagogical Knowledge (Dec., 2012 & May, 2013)*

PK No.	TEAC QP	Item	MEAN	
			Dec 2012	May 2013
1	1.2	The teacher is cheerful and happy.	N/A	N/A
2	1.2/1.3	The teacher pays attention to me and invites to participate and play in class; he/she listens to me.	N/A	N/A
3	1.2	I like the classroom activities.	N/A	N/A
4	1.2	I like the activities in the patio.	N/A	N/A
5	1.2	The teacher likes my work.	N/A	N/A
7	1.2/1.3	The teacher is good.	N/A	N/A
<b>Mean for Pedagogical Knowledge (1.2)</b>			N/A	N/A
<b>Interpretation</b>			N/A	N/A
<b>SD (1.2)</b>			N/A	N/A

Scale: 1 = Yes, 0 = No. N/A = No teacher candidates

K-3 No.	TEAC QP	Item	MEAN	
			Dec 2012	May 2013
1	1.2/1.3	He/She answers our questions and listens to us.	1.96	2.00
2	1.2	He/She keeps us interested in class all the time.	2.00	2.00
3	1.2/1.3	He/She assists each one in our class work when we need help.	2.00	2.00
4	1.2	He/She explains how to work.	2.00	2.00
5	1.2	The class is interesting.	1.98	2.00
6	1.2	He/She corrects our work and explains when we should improve.	1.96	2.00
7	1.2	He/She has a good sense of humor.	2.00	2.00

K-3 No.	TEAC QP	Item	MEAN	
			Dec 2012	May 2013
8	1.2	In his/her classes we can participate.	2.00	2.00
9	1.2	When he/she makes a mistake, he/she accepts it.	2.00	2.00
<b>Mean for Pedagogical Knowledge (1.2)</b>			<b>1.90</b>	<b>2.00</b>
<b>Interpretation</b>			<b>Yes</b>	<b>Yes</b>
<b>SD (1.2)</b>			<b>0.018</b>	<b>0.00</b>

Scale: Yes = 2, No = 0, Sometimes = 1, N/A = No teacher candidates

4 <sup>th</sup> - 12 <sup>th</sup> No.	TEAC QP	Item	MEAN	
			Dec 2012	May 2013
1	1.2	He/She helps promote a good learning environment.	1.97	1.98
2	1.2/1.3	He/She is kind and sensitive, and has good relations with his/her students.	1.99	1.91
3	1.2/1.3	He/She allows students to express themselves and participate in class.	1.90	1.87
7	1.2/1.3	He/She is flexible; he/she takes into account the views of the students.	1.98	1.90
8	1.2	He/She enables the active and spontaneous participation of students during his/her classes.	1.95	1.89
9	1.2	He/She keeps students motivated throughout the class.	1.88	1.80
10	1.2/1.3	He/She listens to students' approaches.	1.96	1.89
11	1.2	He/She is creative in giving his/her classes.	1.94	1.86
12	1.2	He/She has a good sense of humor.	1.90	1.84
13	1.2/1.3	He/She addresses the student with respect and courtesy.	1.97	1.97
14	1.2	I can observe that he/she is self-secure, enthusiastic, and confident in his/her classes.	1.92	1.91
15	1.2	He/She demonstrates knowledge of the subject content he/she teaches.	1.99	1.94
16	1.2/1.3	He/She provides opportunities to discuss issues relevant to the lives and values of his/her students.	1.94	1.98
<b>Mean for Pedagogical Knowledge</b>			<b>1.95</b>	<b>1.90</b>
<b>Interpretation</b>			<b>Yes</b>	<b>Yes</b>
<b>SD</b>			<b>0.038</b>	<b>0.055</b>

Scale: Yes = 2, No = 0, Sometimes = 1, N/A = No teacher candidates



### Tables for Claim 1.3

Claim 1.3	Teacher candidates and graduates of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.3)
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**IB<sub>2011</sub>** – Table 20. *Willingness' Evaluation of the Teacher Candidate: Affection and Sensitivity (Caring and Effective Teaching Skills) (Dec., 2012 & May, 2013)*

Item	Evaluators		SUP		TEA		MEAN	Interpretation
	Dec 2012	May 2013	Dec 2012	May 2013	Dec 2012	May 2013		
<b>Q-1</b> <i>Assesses and responds to the content and feelings reflected in the words of his students and provides thoughtful and meaningful feedback.</i>	2.00	2.00	2.00	1.96	<b>1.99</b>	<b>Yes</b>		
<b>Q-2</b> <i>Shows interest in his/her students. Listens with compassion and empathy when they talk about their problems and situations they face, he/she provides support and identifies resources to help them deal with specific issues.</i>	2.00	2.00	2.00	2.00	<b>2.00</b>	<b>Yes</b>		
<b>Q-3</b> <i>He/She is kind and sensitive, has good relations with his/her students.</i>	2.00	1.96	2.00	2.00	<b>1.99</b>	<b>Yes</b>		
<b>Q-4</b> <i>Allows students to express themselves and participate in class, fostering critical thinking and problem-solving.</i>	2.00	2.00	2.00	1.91	<b>1.98</b>	<b>Yes</b>		
<b>Q-5</b> <i>Attends to each student separately, if necessary.</i>	2.00	2.00	2.00	1.91	<b>1.98</b>	<b>Yes</b>		
<b>Q-8</b> <i>Is flexible, takes into account the views of his/her students.</i>	2.00	1.94	2.00	1.94	<b>1.97</b>	<b>Yes</b>		
<b>Q-9</b> <i>Keeps students motivated throughout the class.</i>	2.00	2.00	2.00	1.87	<b>1.97</b>	<b>Yes</b>		
<b>Q-10</b> <i>Listens to the ideas of students and contributes significantly to the topic under discussion.</i>	2.00	2.00	2.00	1.95	<b>1.99</b>	<b>Yes</b>		
<b>Q-12</b> <i>Has good sense of humor.</i>	2.00	2.00	2.00	2.00	<b>2.00</b>	<b>Yes</b>		
<b>Q-13</b> <i>Addresses the student with respect and courtesy.</i>	2.00	1.92	2.00	1.97	<b>1.97</b>	<b>Yes</b>		
<b>Q-14</b> <i>Provides opportunities to discuss issues relevant to the lives of his/her students and their values.</i>	2.00	1.92	2.00	2.00	<b>1.98</b>	<b>Yes</b>		
<b>MEAN (1.3)</b>	<b>2.00</b>	<b>1.79</b>	<b>2.00</b>	<b>1.96</b>	<b>1.98</b>	<b>Yes</b>		
<b>SD (Dec 2012)</b>	<b>0.000</b>							
<b>SD (May 2013)</b>	<b>0.064</b>							

N/A = No students, SUP = University Supervisors, TEA = Cooperating Teachers; Scale: Si/Yes = 2 (Accomplished, 1.50-2.00 points), No = 0 (No accomplished, 0.00-0.49 points), A veces/Sometimes = 1 (Partially accomplished, 0.50-1.49 points)

**IB<sub>2011</sub>** – Table 21. *Teacher Candidates' Self-evaluation: Caring and Effective Teaching Skills (Dec., 2012 & May, 2013)*

Major	Date	N	Item	A.8	A.11	A.12	MEAN
				<i>I know the contributions of my discipline to the social and cultural development of my students.</i>	<i>I adapt the curricular content to the cognitive development of students.</i>	<i>I plan using varied methods and techniques in the teaching-learning process.</i>	
PK	Dec 2012	N/A					
	May 2013	2		4.50	5.00	5.00	<b>4.83</b>
K-3	Dec 2012	2		5.00	5.00	5.00	<b>5.00</b>
	May 2013	4		4.50	4.75	4.50	
4th-6th	Dec 2012	1		5.00	5.00	5.00	<b>5.00</b>
	May 2013	3		4.00	4.00	4.67	
Eng Sec	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	<b>5.00</b>
Phys Ed Elem	Dec 2012	N/A					
	May 2013	2		5.00	5.00	4.50	<b>4.83</b>
Phys Ed Sec	Dec 2012	N/A					
	May 2013	2		4.50	5.00	4.50	<b>4.67</b>
Adapt Phys Ed	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	<b>5.00</b>
Sch Health	Dec 2012	N/A					
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
Biology	Dec 2012	N/A					
	May 2013	2		4.50	4.50	4.50	<b>4.50</b>
Chemistry	Dec 2012	1		5.00	5.00	5.00	<b>5.00</b>
	May 2013	N/A					
Mathematics	Dec 2012	4		4.75	4.75	4.50	<b>4.67</b>
	May 2013	3		5.00	5.00	5.00	<b>5.00</b>
Spanish	Dec 2012	N/A					
	May 2013	2		5.00	5.00	4.50	<b>4.83</b>
Soc. Studies	Dec 2012	2		4.50	5.00	4.50	<b>4.67</b>
	May 2013	N/A					
Spec. Ed	Dec 2012	2		5.00	4.50	5.00	<b>4.83</b>
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
Art Ed	Dec 2012	2	3.00	3.00	3.50	<b>3.17</b>	
	May 2013	2	5.00	5.00	5.00	<b>5.00</b>	
TOTAL	Dec 2012	14	MEAN	<b>4.62</b>			<b>Totally Agree</b>
			SD	<b>0.701</b>			
	May 2013	28	MEAN	<b>4.81</b>			<b>Totally Agree</b>
			SD	<b>0.290</b>			

N/A = No students; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

Major	Date	N	Item	B.15	B.16	B.17	B.18	B.19	MEAN
				<i>I develop in my classes cognitive, affective and psychomotor skills according to my students' stages of development.</i>	<i>I incorporate life experiences into the educational process.</i>	<i>I plan my classes considering the socio-economic context of students.</i>	<i>I consider cultural, talents, preferences and learning styles differences of my students.</i>	<i>I plan considering the involvement of the community in my classes.</i>	
PK	Dec 2012	N/A		5.00	4.00	5.00	4.50	3.50	4.40
	May 2013	2		5.00	5.00	5.00	5.00	5.00	5.00
K-3	Dec 2012	2		5.00	5.00	5.00	5.00	2.00	5.00
	May 2013	4		5.00	5.00	5.00	3.75	4.50	4.65
4th-6th	Dec 2012	1		5.00	5.00	5.00	5.00	5.00	5.00
	May 2013	3		4.67	4.00	3.67	4.67	3.00	4.00
Eng Sec	Dec 2012	N/A							
	May 2013	1		5.00	5.00	5.00	5.00	4.00	4.80
Phys Ed Elem	Dec 2012	N/A							
	May 2013	2		5.00	5.00	5.00	5.00	4.50	4.90
Phys Ed Sec	Dec 2012	N/A							
	May 2013	2		5.00	5.00	5.00	5.00	4.50	4.90
Adapt Phys Ed	Dec 2012	N/A							
	May 2013	1		5.00	5.00	5.00	5.00	5.00	5.00
Sch Health	Dec 2012	N/A							
	May 2013	2		5.00	5.00	5.00	5.00	4.50	4.90
Biology	Dec 2012	N/A							
	May 2013	2		4.50	4.50	4.50	4.50	3.50	4.30
Chemistry	Dec 2012	1		5.00	5.00	5.00	5.00	5.00	5.00
	May 2013	N/A							
Mathematics	Dec 2012	4		4.50	4.75	5.00	5.00	4.25	4.70
	May 2013	3		5.00	5.00	5.00	5.00	4.33	4.87
Spanish	Dec 2012	N/A							
	May 2013	2		5.00	5.00	5.00	5.00	4.00	4.80
Soc. Studies	Dec 2012	2		5.00	5.00	5.00	5.00	5.00	5.00
	May 2013	N/A							
Spec. Ed	Dec 2012	2		5.00	4.50	5.00	5.00	4.00	4.70
	May 2013	2		5.00	4.50	5.00	5.00	4.50	4.80
Art Ed	Dec 2012	2	3.50	3.00	3.00	3.00	2.50	3.00	
	May 2013	2	5.00	5.00	5.00	5.00	5.00	5.00	
TOTAL	Dec 2012	14	MEAN	4.54					Totally Agree
			SD	0.846					
	May 2013	28	MEAN	4.73					Totally Agree
			SD	0.461					

N/A = No students; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

**IB<sub>2011</sub>** – Table 22. *TEP's Graduates or Completers' Perception about the Teacher Preparation Program: Caring and Effective Teaching Skills (December, 2012)*

Item	Perception about	Mean	Interpretation
A12	He/She integrates in his/her teaching ethical and moral criteria according to the actual society.	4.65	Totally agree
B3	He/She considers the socio-economical context of his/her students in the planning process.	4.59	Totally agree
B4	He/She takes into consideration the differences in the culture, talents, preferences, and styles of his/her students.	4.73	Totally agree
<b>Mean</b>		<b>4.66</b>	<b>Totally agree</b>

Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

**IB<sub>2011</sub>** – Table 23. *Survey to School Directors: Caring and Effective Teaching Skills (December, 2012)*

Item	QP	Criteria	Mean	Interpretation
8	1.3	<b>Education planning and evaluation:</b> Communication Skills Listens to students and keeps them interested.	3.41	<b>Satisfactory</b>
12	1.3	<b>Personal qualities:</b> Reveals human quality and exemplary conduct in professional and personal endeavors.	3.71	<b>Excellent</b>
13	1.3	<b>Personal qualities:</b> Reveals self assurance, enthusiasm, and confidence in performance.	3.65	<b>Excellent</b>
14	1.3	<b>Personal qualities:</b> Has a good sense of humor.	3.41	<b>Satisfactory</b>
16	1.3	<b>Personal qualities:</b> Accepts mistakes.	3.41	<b>Satisfactory</b>
17	1.3	<b>Personal qualities:</b> Shows responsibility.	3.76	<b>Excellent</b>
18	1.3	<b>Personal qualities:</b> Shows punctuality.	3.41	<b>Satisfactory</b>
19	1.3	<b>Personal qualities:</b> Shows an ethical conduct with colleagues.	3.59	<b>Excellent</b>
21	1.3	<b>Personal qualities:</b> Has a true commitment with education and with personal improvement.	3.71	<b>Excellent</b>
		<b>Mean Caring and teaching skills (QP1.3)</b>	<b>3.57</b>	<b>Excellent</b>
	<b>SD</b>	<b>0.143</b>		

Scale: 4=Excellent, 3=Satisfactory, 2=Regular, 1=Poor

### Tables for Cross-Cutting Theme 1.4.1

Claim 1.4.1 Teacher candidates and graduates of the TEP demonstrate that they have learned how to access information on their own, that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

**IB<sub>2011</sub>** – Table 25. *Teacher Candidates' Self-evaluation: Learning How to Learn Cross-Cutting Theme(Dec., 2012 & May, 2013)*

Major	Date	N	Item	A.7	A.9	A.10	MEAN
				<i>I promote the search of information and for the knowledge development.</i>	<i>I offer relevance to the subject knowledge and provide opportunities for action research and experimentation.</i>	<i>The course content promotes the development of critical, reflective and creative thinking skills.</i>	
PK	Dec 2012	N/A					
	May 2013	2		4.50	2.50	5.00	<b>4.00</b>
K-3	Dec 2012	2		5.00	5.00	5.00	<b>5.00</b>
	May 2013	4		4.25	4.50	5.00	<b>4.58</b>
4th-6th	Dec 2012	1		5.00	5.00	5.00	<b>5.00</b>
	May 2013	3		4.00	3.33	4.33	<b>3.89</b>
Eng Sec	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	<b>5.00</b>
Phys Ed Elem	Dec 2012	N/A					
	May 2013	2		5.00	4.50	5.00	<b>4.83</b>
Phys Ed Sec	Dec 2012	N/A					
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
Adapt Phys Ed	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	<b>5.00</b>
Sch Health	Dec 2012	N/A					
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
Biology	Dec 2012	N/A					
	May 2013	2		4.50	4.50	4.50	<b>4.50</b>
Chemistry	Dec 2012	1		5.00	5.00	5.00	<b>5.00</b>
	May 2013	N/A					
Mathematics	Dec 2012	4		4.75	5.00	4.50	<b>4.75</b>
	May 2013	3		4.67	5.00	4.67	<b>4.61</b>
Spanish	Dec 2012	N/A					
	May 2013	2		5.00	4.50	4.50	<b>4.67</b>
Soc. Studies	Dec 2012	2		5.00	4.50	5.00	<b>4.83</b>
	May 2013	N/A					
Spec. Ed	Dec 2012	2		5.00	4.00	4.50	<b>4.50</b>
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
Art Ed	Dec 2012	2		3.00	3.00	3.00	<b>3.00</b>
	May 2013	2		5.00	5.00	5.00	<b>5.00</b>
TOTAL	Dec 2012	14	MEAN	<b>4.68</b>	<b>4.50</b>	<b>4.57</b>	<b>4.63</b>
			SD	<b>0.746</b>	<b>0.764</b>	<b>0.732</b>	<b>0.713</b>
	May 2013	28	MEAN	<b>4.73</b>	<b>4.53</b>	<b>4.85</b>	<b>4.80</b>
			SD	<b>0.388</b>	<b>0.769</b>	<b>0.250</b>	<b>0.513</b>

N/A = No students; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

Major	Date	N	Item	B.22	B.23	B.24	MEAN
				<i>I know and understand the structural features of language that makes it a tool to think and express ideas.</i>	<i>I know and understand my needs for professional development as teacher.</i>	<i>I have taken courses or trainings for professional development as a teacher.</i>	
PK	Dec 2012	N/A					
	May 2013	2		5.00	4.00	2.50	3.83
K-3	Dec 2012	2		4.50	5.00	2.50	4.00
	May 2013	4		5.00	4.75	2.50	4.08
4th-6th	Dec 2012	1		5.00	5.00	5.00	5.00
	May 2013	3		4.33	4.67	3.00	4.00
Eng Sec	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	5.00
Phys Ed Elem	Dec 2012	N/A					
	May 2013	2		4.00	5.00	4.00	4.33
Phys Ed Sec	Dec 2012	N/A					
	May 2013	2		4.50	5.00	5.00	4.83
Adapt Phys Ed	Dec 2012	N/A					
	May 2013	1		5.00	5.00	5.00	5.00
Sch Health	Dec 2012	N/A					
	May 2013	2		5.00	5.00	5.00	5.00
Biology	Dec 2012	N/A					
	May 2013	2		4.50	5.00	5.00	4.83
Chemistry	Dec 2012	1		5.00	5.00	5.00	5.00
	May 2013	N/A					
Mathematics	Dec 2012	4		4.75	5.00	4.25	4.67
	May 2013	3		5.00	5.00	3.33	4.44
Spanish	Dec 2012	N/A					
	May 2013	2		5.00	5.00	Not answered	5.00
Soc. Studies	Dec 2012	2		5.00	5.00	5.00	5.00
	May 2013	N/A					
Spec. Ed	Dec 2012	2		5.00	5.00	5.00	5.00
	May 2013	2		5.00	5.00	2.00	4.00
Art Ed	Dec 2012	2	3.00	3.00	3.00	3.00	
	May 2013	2	5.00	4.50	2.00	3.83	
TOTAL	Dec 2012	14	MEAN	4.61	4.71	4.25	4.52
			SD	0.734	0.756	1.070	0.847
	May 2013	28	MEAN	4.80	4.84	3.69	4.44
			SD	0.341	0.301	1.273	0.911

N/A = No students; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

**IB<sub>2011</sub>** – Table 26. *Portfolio Rubric: Learning How to Learn Cross-Cutting Theme (Dec., 2012 & May, 2013)*

Item	Dec 2012	May 2013	MEAN	Grade	Interpretation
<b>II.a.4</b> <i>In the discussion that accompanies each lesson, describes what he/she learned during the process of planning, teaching and carrying out learning Assessment with understanding of his/her students. Recognizes his/her strengths and areas that still need improvement.</i>	3.61	3.54	3.58	A	Superior attainment
<b>II.c.3</b> <i>For each Assessment selected, explains how he/she used the information to improve his/her educational practices.</i>	3.46	3.50	3.48	B	Above average attainment
<b>N</b>	14	26			
<b>MEAN</b>	3.54	3.52	3.53	A	Superior attainment
<b>SD</b>	0.384	0.558	0.471		

Scale: 4.00-3.50 "A"=Superior attainment, 3.49-2.50 "B"=Above average attainment, 2.49-1.60 "C"=Average attainment, 1.59-0.80 "D"=Lowest passing grade, 0.79-0.00 "F"=Failure

**IB<sub>2011</sub>** – Table 27. *Willingness' Evaluation of the Student Teacher: Affection and Sensitivity (Learning How to Learn Cross-Cutting Theme) (Dec., 2012 & May, 2013)*

Item	Evaluators	SUP		TEA		MEAN	Interpretation
		Dec 2012	May 2013	Dec 2012	May 2013		
<b>Q-11</b> <i>Demonstrates professional attitude to opinions and recommendations of the supervisor, cooperating teacher and director.</i>		2.00	2.00	2.00	1.95	<b>1.99</b>	<b>Yes</b>
<b>Q-15</b> <i>Evidences commitment to professional development.</i>		2.00	1.92	2.00	2.00	<b>1.98</b>	<b>Yes</b>
<b>MEAN (1.4.1)</b>		<b>2.00</b>	<b>1.96</b>	<b>2.00</b>	<b>1.98</b>	<b>1.99</b>	<b>Yes</b>
<b>SD (Dec 2012)</b>		<b>0.000</b>					
<b>SD (May 2013)</b>		<b>0.183</b>					

N/A = No students, SUP = University Supervisors, TEA = Cooperating Teachers; Scale: Si/Yes = 2 (Accomplished, 1.50-2.00 points) No = 0 (Not accomplished, 0.00-0.49 points), A veces/Sometimes = 1 (Partially accomplished, 0.50-1.49 points)

**IB<sub>2011</sub>** – Table 28. *TEP's Graduates or Completers' Perception about the Teacher Preparation Program: Learning How to Learn Cross-Cutting Theme (December, 2012)*

Item	Perception about	Mean	Interpretation
11a	Courses provide for the development of critical and creative thinking.	1.88	<b>Yes</b>
11b	Courses provide for the development of research skills.	1.67	<b>Yes</b>
A5	He/She promotes the search for information and knowledge development.	4.67	<b>Totally Agree</b>
A7	He/She gives pertinence to the content of his/her subject matter, and gives opportunities for action research and experimentation.	4.59	<b>Totally Agree</b>
A8	His/Her subject matter content promotes the development of critical, reflective, and creative thinking.	4.65	<b>Totally Agree</b>
B8	He/She knows and understands s the structural characteristics of language as a tool for thinking and for the expression of ideas.	4.79	<b>Totally Agree</b>
B9	He/She knows and understands his/her need for professional development.	4.79	<b>Totally Agree</b>
B10	He/She has taken courses or training for his/her professional development as teacher.	4.92	<b>Totally Agree</b>

Scale for Items 11a & 11b: Si/Yes = 2 (Accomplished, 1.50-2.00 points) No = 0 (Not accomplished, 0.00-0.49 points), A veces/Sometimes = 1 (Partially accomplished, 0.50-1.49 points). Scale for Items A5, A7, A8, B8, B9, B10: Scale: 5= Totally Agree, 4= Agree, 3= Neither Agree or Disagree, 2= Disagree, 1= Totally Disagree

### Tables for Cross-Cutting Themes 1.4.2

Claim 1.4.2	Teacher candidates and graduates of the TEP demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives by achieving a performance of above average attainment, or satisfactory or more.
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**IB<sub>2011</sub>** – Table 30. *Willingness' Evaluation of the Student Teacher: Affection and Sensitivity (Multicultural Perspectives and Accuracy) (Dec., 2012 & May, 2013)*

Item	Evaluators		SUP		TEA		MEAN	Interpretation
	Dec 2012	May 2013	Dec 2013	May 2013	Dec 2013	May 2013		
<b>Q-6</b> <i>Appreciates the interests and habits of their students.</i>	2.00	2.00	2.00	1.91	<b>1.97</b>	<b>Yes</b>		
<b>Q-7</b> <i>Respects the different ways of being and the customs of his/her students.</i>	2.00	2.00	2.00	2.00	<b>2.00</b>	<b>Yes</b>		
<b>MEAN (1.4.2)</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>1.96</b>	<b>1.99</b>	<b>Yes</b>		
<b>SD (Dec 2012)</b>	<b>0.000</b>							
<b>SD (May 2013)</b>	<b>0.029</b>							

Scale: S/Yes = 2 (Accomplished, 1.50-2.00 points) No = 0 (Not accomplished, 0.00-0.49 points), A veces/Sometimes = 1 (Partially accomplished, 0.50-1.49 points)

**IB<sub>2011</sub>** – Table 31. *Survey to School Directors: Multicultural Perspective and Accuracy Cross-Cutting Theme (December, 2012)*

Item	QP	Criteria	Mean	Interpretation
15	1.4.2	<b>Personal Qualities</b> Shows respect, creativity, and politeness toward students.	3.71	<b>Excellent</b>
20	1.4.2	<b>Personal Qualities</b> Shows solidarity with students and colleagues	3.65	<b>Excellent</b>
		<b>Mean Multicultural Perspective (1,4,2)</b>	<b>3.68</b>	<b>Excellent</b>
		<b>SD</b>	<b>0.042</b>	

Scale: 4=Excellent, 3=Satisfactory, 2=Regular, 1=Poor

**IB<sub>2011</sub>** – Table 32. *TEP's Graduates or Completers' Perception about the Teacher Preparation Program: Multicultural Perspective and Accuracy Cross-Cutting Theme (December, 2012)*

Item	Perception about	Mean	Interpretation
A6	He/she knows the contribution of his/her discipline to the students social and cultural formation	4.68	<b>Totally Agree</b>
A9	He/she adapts the content of subject matter to the cognitive level of his/her students	4.73	<b>Totally Agree</b>
A12	He/she integrates in his/her teaching ethical and moral criteria according to the actual society	4.65	<b>Totally Agree</b>
B1	He/she develops in his/her students cognitive, affective, and psychomotor skills according to their development stages	4.78	<b>Totally Agree</b>
B3	He/she considers the socio-economical context of his/her students in the planning process	4.59	<b>Totally Agree</b>
B4	He/she takes in consideration the cultural, talent, preferences, and styles differences of his/her students	4.73	<b>Totally Agree</b>
B5	He/she incorporates the community in his/her class planning	4.41	<b>Agree</b>
<b>Mean</b>		<b>4.65</b>	<b>Totally Agree</b>



### Tables for Cross-Cutting Themes 1.4.3

Claim 1.4.3 Teacher candidates and graduates of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

**IB<sub>2011</sub>** – Table 34. *Teacher Candidates' Self-evaluation: Technology Cross-Cutting Theme (Dec., 2012 & May, 2013)*

Major	Date	N	Item	B.20	B.21	MEAN
				<i>I incorporate the technology in my classes.</i>	<i>I know and understand the importance of technology as an essential tool for the construction of knowledge.</i>	
PK	Dec 2012	N/A				
	May 2013	2		3.50	5.00	4.25
K-3	Dec 2012	2		5.00	5.00	5.00
	May 2013	4		4.75	5.00	4.88
4th-6th	Dec 2012	1		5.00	5.00	5.00
	May 2013	3		4.67	5.00	4.84
Eng Sec	Dec 2012	N/A				
	May 2013	1		5.00	5.00	5.00
Phys Ed Elem	Dec 2012	N/A				
	May 2013	2		5.00	5.00	5.00
Phys Ed Sec	Dec 2012	N/A				
	May 2013	2		4.50	5.00	4.75
Adapt Phys Ed	Dec 2012	N/A				
	May 2013	1		5.00	5.00	5.00
Sch Health	Dec 2012	N/A				
	May 2013	2		5.00	5.00	5.00
Biology	Dec 2012	N/A				
	May 2013	2		4.50	4.50	4.50
Chemistry	Dec 2012	1		5.00	5.00	5.00
	May 2013	N/A				
Mathematics	Dec 2012	4		5.00	5.00	5.00
	May 2013	3		5.00	5.00	5.00
Spanish	Dec 2012	N/A				
	May 2013	2		4.00	5.00	4.50
Soc. Studies	Dec 2012	2		5.00	5.00	5.00
	May 2013	N/A				
Spec. Ed	Dec 2012	2		5.00	5.00	5.00
	May 2013	2		5.00	5.00	5.00
Art Ed	Dec 2012	2	3.50	3.00	3.25	
	May 2013	2	5.00	5.00	5.00	
TOTAL	Dec 2012	14	MEAN	4.79	4.71	4.75
			SD	0.567	0.756	0.662
	May 2013	28	MEAN	4.69	4.96	4.83
			SD	0.469	0.139	0.304

N/A = No students; Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree

**IB<sub>2011</sub>** – Table 35. *Portfolio Rubric: Technology Cross-Cutting Theme (Dec., 2012 & May, 2013)*

Item	Dec 2012	May 2013	MEAN	Grade	Interpretation
<b>I.4</b> Shows a proper understanding of the technology when he/she uses it in his/her own learning process, for example, Internet search to enrich lessons, use of programs (Word, graphics, and graphic organizers, among others).	3.89	3.72	<b>3.81</b>	<b>A</b>	<b>Superior attainment</b>
<b>II.b.2</b> Shows how he/she used the technology to facilitate in his/her students the learning with understanding, for example, students: using computer, overhead projector in oral presentations, computer programs to produce letters, drawings and graphic organizers and search for information on the Internet.	3.71	3.63	<b>3.67</b>	<b>A</b>	<b>Superior attainment</b>
<b>II.c.5</b> Describes how he/she used technology as a means to facilitate the assessment of student learning, such as electronic records, tables or data analysis using computer programs.	3.86	3.54	<b>3.70</b>	<b>A</b>	<b>Superior attainment</b>
<b>N</b>	<b>14</b>	<b>26</b>			
<b>MEAN</b>	<b>3.82</b>	<b>3.63</b>	<b>3.64</b>	<b>A</b>	<b>Superior attainment</b>
<b>SD</b>	<b>0.295</b>	<b>0.532</b>	<b>0.137</b>		

Scale: 4.00-3.50 “A”=Superior attainment, 3.49-2.50 “B”=Above average attainment, 2.49-1.60 “C”=Average attainment, 1.59-0.80 “D”=Lowest passing grade, 0.79-0.00 “F”=Failure

**IB<sub>2011</sub>** – Table 36. *TEP’s Graduates or Completers’ Perception about the Teacher Preparation Program: Technology Cross-Cutting Theme (December, 2012)*

Item	Perception about	Mean	Interpretation
11d	Courses provide for the use of technology in teaching, research, and communication.	1.66	<b>Yes</b>
B6	He/She incorporates technology in his/her classes.	4.52	<b>Totally Agree</b>
B7	He/She understands the importance of technology as an essential tool for the construction of knowledge.	4.74	<b>Totally Agree</b>

Scale for Items 11d: Si/Yes = 2 (Accomplished, 1.50-2.00 points) No = 0 (Not accomplished, 0.00-0.49 points), A veces/Sometimes = 1 (Partially accomplished, 0.50-1.49 points). Scale for Items A5,A7, A8, B8, B9, B10: Scale: 5=Totally Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, 1=Totally Disagree